

# Internationalizing Higher Education through Indigenization: Aboriginal and Māori Perspectives

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Rosenblum, D., Ranson, B., Russell, D., & Roy, P. (2018). Internationalizing Higher Education through Indigenization: Aboriginal and Māori Perspectives. Power Point Presentation at the 9<sup>TH</sup> annual BCCIE Summer Conference, Vancouver, BC, June 17-20, 2018.




**Ama Sa**

**Kia Ora**





A multi-tiered waterfall cascading over dark, mossy rocks in a lush forest. The water flows in several distinct sections, creating a soft, blurred effect. The surrounding vegetation is dense and green, with moss growing on the rocks and branches. The overall scene is serene and natural.

**Daisy Rosenblum, Bianca Ranson  
Devin Russell & Pamela Roy**

# Intended Learning Outcomes

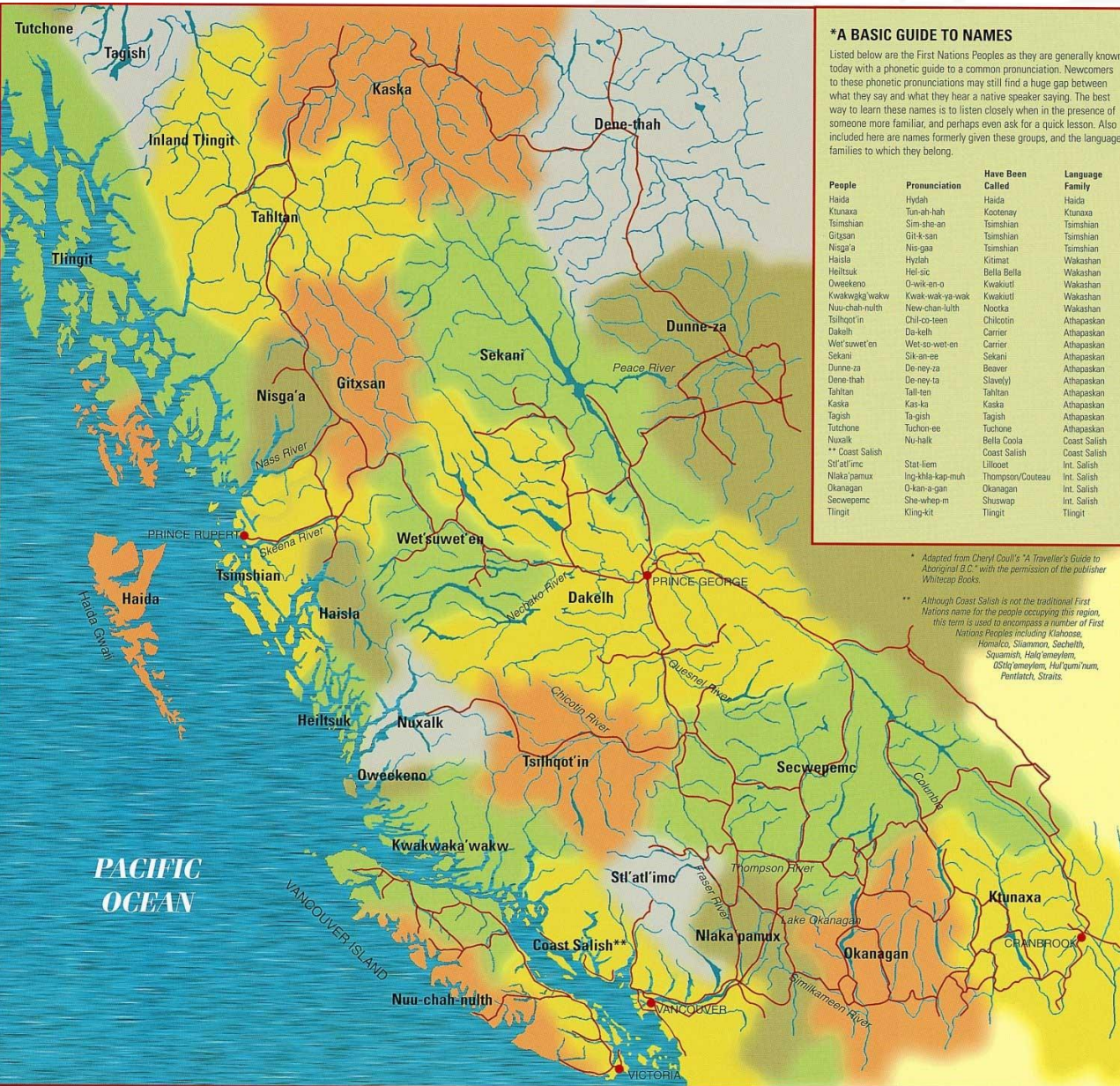
- To share, from intercultural perspective salient issues influencing the success of Indigenous students and their communities.
- To explore the possible intersections between Indigenous knowledges, truth and reconciliation, and internationalization of education.
- To learn from and gain a deeper understanding of how Indigenous knowledges, ways of being and knowing, and processes can inform and shape the strategies used to internationalize higher education.



# Call to Action & Strategic Priorities

- Report of the TRC of Canada 94 Calls to Action, implications for education, teaching and learning, and language and culture
- Māori Education Strategy Ka Hikitia and Language Strategy Tau Mai Te Reo
- Treaty of Waitangi within the context of the University of Auckland's Strategic Plan
- National and Institutional Programs and Initiatives

# What is International Education?



First Peoples' Language  
Map of BC. First Peoples'  
Cultural Council.

<http://maps.fpcc.ca/>



# Supporting Indigenous Students @ UBC





# Addressing Challenges – Language Reclamation

M/W/F.

HS Wiksus gagampa'os? How is your grandfather?  
 P Wiksus gagasa'os? How is your grandmother?  
 Wiksdo'xus daga'os? How are your younger siblings?  
 Wiksdo'xus wimaqa'os? How are your older (diff grand) siblings?

↳ Ixdo'x'am. (PO) They're all good.  
 ↳ Ixda'x'muxw. (HS)

↳ nula/ nula - OLDER SIB SAME LEV/DEG  
 ↳ waka/waq'm - OLDER SIB DIFF GEN/DEG  
 ↳ tsaya/caya - YOUNGER SIB.

I'm happy to see you. { Ola ik le gan dukwalot/ Pola pik le gan dug'alot. dug'alot.  
 { Ixgan le'i dukwalot / Pixgan le'pi dug'alot.  
 I'm happy to see you again { Ixgan no'ka it'i dukwalot. Pixgan no'qa piti dug'alot.

Ix'amxa'an/ Pix'amxa'an. I'm also good. Kalka/ qalka I'm tired.  
 tsixk cixgan. I'm sick. Kana'isan/ kana'isan. I'm cold.

 **annie guerin @annie\_guerin · 14 Nov 2017**

we had a ḱəp̓lə́nc... a dipl (in ooligan grease) in #Kwakwala class - ḱiḱa-ooligan grease, G\*əʔši- potatoes, Poyi- halibut, ʔəʔənt - herring roe on flat kelp, teqəstən- seaweed and xaḱas- fully dried salmon

[Translate Tweet](#)



namsgam nuxmas? Do you have a dollar?  
 kiso x hixən dala. I don't have enough money.

siles liḱwalaḱayi Coast Salish  
 Siles liḱwalatḱayi  
 @liḱwalaḱe? laḱagus  
 @gax'eno'ix

Gilakasla selis liḱwalaḱayi laḱus hix'qala gaxe qaxo'xa kwakwala  
 (yagandas) laxus Pwiniag'isḱagus  
 Gilakasla selis liḱwalatḱayi laxus hix'qala gaxe k'ak'ot'a kwakwala  
 yagandas laxus awinag'is.

Thank you to the Salish people of this territory for allowing us to come learn kwakwala language in your land.

siltatata. St still. Sociology 081/091  
 Paḱans C'adagalit. We'd have to give somebody  
 Atḱans gwadagalit. a quarter. Swiley@neccvancoover.org  
 we mit'iwax' hix'isḱagalit.

Kiyos'ans dala. We have no money. yalaglit gang'and  
 yalaga'lit. the big house



# Student Experience – First Nations Centre @ UNBC





# Engagement Abroad in Whakatāne, NZ

- Place, Space, and Location
- Community and Partnerships
- Collaborative Action



*Ko Ngapuhi te iwi  
Ko Ngati Kahu ki Whaingaroa te hapu  
Ko Pupuke te awa  
Ko Taratara te maunga  
Ko Mataatua te waka  
Ko Te Huia te marae*





# Native School & Tohunga Suppression Act





# Ngā Puna O Waiorea





# Kōhanga Reo – Language Nest



# Māori Protest Movement





# Piritahi Marae – Waiheke Island





Daalx

Kōrero





**daisy.rosenblum@ubc.ca**  
**b.ranson@auckland.ac.nz**  
**devinolson12@gmail.com**  
**pamelatuliroy@gmail.com**